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| | <p>JONES COUNTY SCHOOL DISTRICT</p> <p>Assessment Blueprint 2013-2014</p> <p>Grade/Subject Level: Grade K—Math</p> <p>Team Members—DeAnna Cluff, Shandra Benson, Chelsea Blackledge, Meagan Fretwell, Suzanne Watts,</p> | | | | |
| Dana Unit 1 | <p>K.CC.1.1 Count to ten by ones</p> <p>K.CC.22 Count to 20 by ones</p> <p>K.CC.4a.1 Point to objects as I count aloud and say the correct number of objects (0-10).</p> | <p>Both</p> <p>Both</p> <p>Formative</p> | <p>Observation: Circle time, centers, etc.</p> <p>Observation: centers with manipulatives</p> | <p>OR</p> <p>OR</p> <p>*Oral Response (OR)</p> | <p>Count to 10.</p> <p>Count manipulatives.</p> |
| Dana Unit 2 | <p>K.CC.3.1 Write numbers 0-10 from memory.</p> <p>K.CC.3.3 Count a group of objects 0-10 and write the correct numeral.</p> <p>K.CC.4b.1 Point, count objects, and explain that the last number tells the number of objects.</p> <p>K.CC.4c.1 Understand that when I count in order, by ones, the next number means one more.</p> | <p>Both</p> <p>Both</p> <p>Summative</p> | <p>Cut and glue numbers in order</p> <p>Count items in bags and write the correct number</p> | <p>PRO</p> <p>PRO</p> <p>PRO/OR</p> | <p>Write numbers in order and out of order (teacher call out)</p> <p>Count and circle /OR how do you know?</p> <p>Count and circle/ OR How do you know?</p> <p>See page 27 and 52 of Assessment Masters</p> |

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| | <p>K.CC.5.1 Count up to 10 items in an arranged order.</p> <p>K.CC.5.3 Count up to 10 scattered items.</p> | Formative | Count manipulatives | Multiple Choice | |
| Dana Unit 3 | <p>K.CC.5.1 Count up to 10 items in an arranged order.</p> <p>K.CC.5.3 Count up to 10 scattered items.</p> <p>K.CC.5.4 Count out a specific number of items, when given a number from 1-20.</p> <p>K.MD.3.1 Sort objects into groups by size, shape, color, etc. that are less than or equal to 10.</p> <p>K.MD.3.2 Compare objects by size, shape, color, etc.</p> <p>K.MD.3.3 Compare groups of objects using words like more/ less/ equal.</p> <p>K.MD.3.4 Sort objects by more than one attribute (size and shape, shape and color, color and size).</p> <p>K.MD.3.5 Classify a group of objects</p> <p>K.G.1.1 Identify and name squares, circles, rectangles, triangles, diamonds, hearts, ovals, and stars.</p> <p>K.G.1.2 Identify shapes in the environment.</p> <p>K.G.1.3 Identify the position of shapes in the</p> | <p>Summative</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Summative</p> <p>Both</p> <p>Both</p> <p>Formative</p> | <p>Use work mats: ten frame, two part with number and manipulatives</p> <p>Use sorting mats or paper plates; Exit ticket item</p> <p>Draw in journal one large object and one small object.</p> <p>Work mats and groups within your classroom (mingle video)</p> <p>Use sorting mats</p> <p>Exit ticket, dry erase boards</p> <p>Journals</p> <p>Shape walk around the school</p> | <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>MC</p> <p>PRO</p> | <p>Count & circle/write</p> <p>Teacher will use enrichment with numbers above ten unless students need remediation.</p> <p>Teacher calls a number and student will glue the number of objects.</p> <p>Circle the large items and X the small items.</p> <p>Circle the item that is different.</p> <p>Circle the groups with more, X the groups with less, and put a box around equal groups.</p> <p>Circle the items that are alike in size and shape. (Large triangles)</p> <p>Put an X on the object that does not belong.</p> <p>Circle the shape called out.</p> <p>See page 253, 256, 269 in Assessment Masters.</p> |

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| | environment using positional words such as: above, below, beside, in front of, behind, and next to. | | | PRO | |
| Dana Unit 4 | <p>K.CC.4a.1 Point to objects as I count aloud and say the correct number of objects 0-10.</p> <p>K.CC.4a.2 Point to objects as I count aloud and say the correct number of objects 0-20.</p> <p>K.CC.4b.1 Point, count objects, and explain that the last number tells the number of objects.</p> <p>K.CC.4c.1 Understand that when I count in order, by ones, the next number means one more.</p> <p>K.OA.1.1 Use manipulatives to represent addition.</p> <p>K.OA.1.3 Add using my fingers.</p> <p>K.OA.1.4 Create drawings to represent addition equations.</p> <p>K.OA.1.5 Use mental images to imagine an equation for addition.</p> <p>K.OA.1.6 Act out an equation to solve addition problems.</p> <p>K.OA.1.7 Use a number line to solve addition problems.</p> <p>K.OA.1.8 Practice addition equations by using many methods (acting out, drawing, using sounds, expressions, verbal explanations).</p> | <p>Summative</p> <p>Both</p> <p>Assessed with K.CC.4a.2</p> <p>Both</p> <p>Both</p> <p>Formative</p> <p>Both</p> <p>Formative</p> <p>Formative</p> <p>Both</p> <p>Summative</p> | <p>Use manipulatives in centers</p> <p>Use manipulatives or exit ticket with lining up</p> <p>Manipulatives</p> <p>Center time observation</p> <p>Use journals</p> <p>Think aloud with teacher using given equations</p> <p>Teacher observation</p> <p>Work mats</p> | <p>PRO</p> <p>OR</p> <p>OR</p> <p>PRO</p> <p>PRO</p> | <p>Count and circle.</p> <p>Give a bag of objects let student count them out.</p> <p>Use with object in a bag from oral response above. Write addition problems. Let students use manipulatives to represent equation.</p> <p>Draw circles to match the equation.</p> <p>Show on number line how to work the equation. Use colors to show movement on line.</p> <p>Various formats of equations. See oral</p> |

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| | <p>K.OA.1.11 Relate addition equations to real life situations.</p> <p>K.OA.1.12 Recognize the plus sign, minus sign, and equal sign and know how to use each.</p> <p>K.OA. 1.13 Recognize an answer to an addition problem as a sum or total.</p> <p>K.OA.1.14 Recognize the answer to a subtraction problem as the difference.</p> | <p>Formative</p> <p>Both</p> <p>Summative</p> <p>Summative</p> | <p>Large group acting out</p> <p>White boards, journals</p> | <p>PRO</p> <p>PRO</p> <p>PRO</p> | <p>assessment page 126 and 128 in Assessment Masters.</p> <p>Work the equation and circle each sign in a different color.</p> <p>Circle the sum in green.</p> <p>Circle the difference in blue.</p> |
| Dana Unit 5 | <p>K.G.1.1 Identify and name squares, circles, rectangles, triangles, diamonds, hearts, ovals, stars, rectangular prisms, cubes, cylinders, spheres, cones, and pyramids.</p> <p>K.G.1.2 Identify shapes in the environment.</p> <p>K.G.1.3 Identify the position of shapes in the environment using positional words such as: above, below, beside, in front of, behind, and next to.</p> <p>K.G.2.1 Name and recognize shapes no matter the size, color, or position.</p> <p>K.G.5.1 Make shapes using a variety of materials (e.g. - play-dough, modeling clay, common objects, etc.)</p> | <p>Both</p> <p>Formative</p> <p>Summative</p> <p>Summative</p> <p>Formative</p> | <p>Use blocks: sort, exit ticket, etc.</p> <p>Find solid shapes at home or in the classroom.</p> <p>play-dough, pipe cleaners, popsicle sticks,</p> | <p>OR</p> <p>PRO</p> <p>PRO</p> | <p>Name the 2d shapes.</p> <p>Have shapes cut out. Ex: Glue the triangle above the flower.</p> <p>Circle all of the triangles. (various sizes and orientations)</p> |

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| | | | noodles, etc. | | |
| Dana Unit 6 | <p>The following statements will be using numbers up to 5.</p> <p>K.OA. 1.1 Use manipulatives to represent addition.</p> <p>K.OA.1.15 Write an addition equation.</p> <p>K.OA.1.2 Use manipulatives to represent subtraction.</p> <p>K.OA.1.3 Add using my fingers.</p> <p>K.OA.1.4 Create drawings to represent addition equations.</p> <p>K.OA.1.5 Use mental images to imagine an equation for addition.</p> <p>K.OA.1.6 Act out an equation to solve an addition problem.</p> <p>K.OA.1.7 Use a number line to solve addition problems.</p> <p>K.OA.1.8 Practice addition equations by using many methods (acting out, drawing, using sounds, expressions, verbal explanations).</p> | <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> | <p>Manipulatives</p> <p>Manipulatives</p> <p>Manipulatives</p> <p>Manipulatives</p> <p>Manipulatives</p> <p>Manipulatives</p> <p>Draw picture for addition equation.</p> <p>Journals, acting out in large group</p> <p>Manipulative and number line Large group acting out, pictures, etc.. & student share</p> | <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> | <p>EX: when given manipulatives, when given pictures and blanks for numbers & signs, when given orally by teacher</p> <p>Use manipulatives (ex: cubes or chips) with the pictures.</p> <p>Use a variety of equations like manipulatives, pictures, or fingers. See page 150 for oral assessment option.</p> <p>Manipulative and number line</p> |

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| K.OA.1.9 Practice subtraction equations by using many methods (acting out, drawing, using sounds, expressions, verbal explanations). | Both | Large group acting out, pictures, etc.. & student share. | Portfolio | Work problems |
| K.OA. 1.10 Explain how to solve words problems and equations. | Summative | | PRO | Checklist |
| K.OA.1.11 Relate addition equations to real life situations. | Summative | | PRO | Create their own addition problem using manipulatives. |
| K.OA.1.12 Recognize the plus sign, minus sign, and equal sign and know how to use each. | Both | Flash cards | MC | Circle the parts of a subtraction equation as called out by the teacher. |
| K.OA.1.13 Recognize an answer to an addition problem as a sum or total. | Formative | Flash cards | PRO | EX: when given manipulatives, when given pictures and blanks for numbers & signs, when given orally by teacher |
| K.OA.1.14 Recognize the answer to a subtraction problem as the difference. | Summative | | PRO | |
| K.OA.1.16 Write a subtraction equation. | Both | Manipulatives | PRO | Solve problems using pictures |
| K.OA.1.17 Explain the difference between addition and subtraction fact families (how they are alike and different). | Summative | | | Checklist |
| K.OA.2.1 Tell in my own words what a simple word problem is asking and show how a word problem is solved. | Summative | | | Checklist |

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| | K.OA.2.2 Use objects or drawings to solve addition problems through 10. | Both | Dot markers | PRO | Math assessment book |
| | K.OA.2.3 Use objects or drawings to solve subtraction problems through 10. | Both | Dot markers/stickers | | Math assessment book |
| | K.OA.3.1 Use objects to show different pairs. | Both | Work mats | PRO | |
| | K.OA.3.2 Use drawings to record different pairs. | Both | Work mats/Journals | PRO | |
| | K.OA.3.3 Break a number less than or equal to 10 into pairs in more than one way ($2+3=5$ or $4+1=5$). | | | PRO | |
| | K.OA.3.4 Use equations to write/record different pairs. | Both | Work mats/Journals | PRO | |

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| Dana Unit 7 | K.CC.1.1 Count to 10 by ones. | Summative | | OR | Count to 50. |
| | K.CC.1.2 Count to 20 by ones. | | | | |
| | K.CC.1.3 Count to 50 by ones. | | | | |
| | K.CC.2.1 Begin with a given number and count in order to 10. | Summative | | OR | |
| | K.CC.2.2 Begin with a given number and count in order to 20. | | | | |
| | K.CC.2.3 Begin with a given number and count in order to 50. | | | | |
| | K.CC.3.1 Write numbers 0-10 from memory. | Summative | | PRO | Write in order & as teacher calls out (mixed order) |
| | K.CC.3.2 Write numbers 0-20 from memory. | | | | |
| | K.CC.3.3 Count a group of objects (0-10) and write the correct numeral. | | | | |
| | K.CC.3.4 Count a group of objects (0-20) and write the correct numeral. | Summative | | PRO | Count and write |
| K.CC.5.1 Count up to 10 items in an arranged order. | | | | | |

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| Dana Unit 8 | K.MD.1.1 Describe the length of an object. (long, short) | Both | Pictures, cube trains, etc. | PRO | Circle the longer item. |
| | K.MD.1.2 Describe the weight of an object. (heavy, light) | Both | Objects in classroom, magazine pictures, etc. | PRO | Circle the heavier item. |
| | K.MD.2.1 Compare two like groups to see which has more or less. | Both | Work mats & manipulatives in centers | PRO | Circle the group that has more. X the group that has less. |
| | K.MD.2.2 Use words such as thicker/thinner, taller/shorter, and heavier/lighter to compare two objects. | Both | Use objects in centers | PRO | Circle the shorter object. |
| Dana Unit 9 | K.CC.6.1 Count and compare 2 groups of items and tell which group is greater than, less than, or if the groups are equal with groups with up to 10 items. | Both | Manipulatives in centers | PRO | Math assessment pg. 48. |
| | K.CC.6.2 Use one-to-one matching to compare two groups using words like greater than, less than, or equal for groups with up to 10 items. | | | | |

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| | <p>K.CC.7.1 Decide which number is greater than when given 2 numerals between 1-10.</p> <p>K.CC.7.2 Decide which number is less than when given 2 numerals between 1-10.</p> <p>K.CC.7.3 Decide if two numbers are equal when given 2 numerals between 1-10.</p> | Both | Flash cards and manipulatives. | PRO | Math assessment page 50 |
| Dana Unit 10 | <p>K.OA.1.1 Use manipulatives to represent addition.</p> <p>K.OA.1.2 Use manipulatives to represent subtraction.</p> <p>K.OA.1.3 Add using my fingers.</p> <p>K.OA.1.4 Create drawings to represent addition equations.</p> <p>K.OA.1.5 Use mental images to imagine an equation for addition.</p> <p>K.OA.1.6 Act out an equation to solve addition problems.</p> <p>K.OA.1.7 Use a number line to solve addition problems.</p> <p>K.OA.1.8 Practice addition equations by using many methods (acting out, drawing, using sounds, expressions, verbal explanations).</p> <p>K.OA.1.9 Practice subtraction equations by using many methods (acting out, drawing, using sounds, expressions, verbal explanations).</p> <p>K.OA.1.10 Explain how to solve word problems and equations.</p> | See DANA Unit 6 | Centers | OR | In a small group, give each child a different |

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| | <p>K.OA.1.11 Relate addition equations to real life situations.</p> <p>K.OA.1.12 Recognize the plus sign, minus sign, and equal sign and know how to use each.</p> <p>K.OA.1.13 Recognize an answer to an addition problem as the sum or total.</p> <p>K.OA.1.14 Recognize the answer to a subtraction problem as the difference.</p> <p>K.OA.1.15 Write an addition equation.</p> <p>K.OA.1.16 Write a subtraction equation.</p> <p>K.OA.1.17 Explain the difference between addition and subtraction fact families (how they are alike and different).</p> <p>K.OA.2.1 Tell in my own words what a simple word problem is asking and show how a word problem is solved.</p> <p>K.OA.2.2 Use objects or drawings to solve addition problems through 10.</p> <p>K.OA.2.3 Use objects or drawings to solve subtraction problems through 10.</p> <p>K.OA.3.1 Use objects to show different pairs.</p> <p>K.OA.3.2 Use drawings to record different pairs.</p> | | <p>Manipulatives</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> <p>Manipulatives</p> <p>Centers</p> <p>Manipulatives</p> <p>See above</p> <p>Manipulatives</p> <p>Journals</p> | <p>OR</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>OR</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> | <p>equation. Solve problem. Student will explain to group how he solved it.</p> <p>Student will tell a story using 5+3.</p> <p>Circle the + in red, - in blue, and = in yellow.</p> <p>Circle the sum in purple.</p> <p>Circle the difference in Green.</p> <p>Use adding pictures to create an equation. (AM Ex. P.121)</p> <p>Tell how 1+4 and 4+1 are the same and then how they are different.</p> <p>Circle the keywords. (ex. In all)</p> <p>Solve problems using manipulatives.</p> <p>Use manipulatives to show pairs of 4 and 1.</p> <p>Use drawings to show pairs of 5 and 3.</p> |
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| | <p>K.OA.3.3 Break a number less than or equal to 10 into pairs in more than one way ($2+3=5$ or $4+1=5$)</p> <p>K.OA.3.4 Use equations to write/record different pairs.</p> | | <p>Manipulatives</p> <p>Centers</p> | <p>PRO</p> <p>PRO</p> | <p>Use cubes to show different ways to make the number 8. (ex. $3+5=8$ and $4+4=8$)</p> <p>Give the pair that goes with 4+3.</p> |
| Dana Unit 11 | <p>K.MD.3.1 Sort objects into groups by size, shape, color, etc. that are less than or equal to 10.</p> <p>K.MD.3.2 Compare objects by size, shape, color, etc.</p> <p>K.MD.3.3 Compare groups of objects using words like more/less/equal.</p> <p>K.MD.3.4 Sort objects by more than 1 attribute (size and shape, shape and color, color and size)</p> <p>K. MD.3.5 Classify a group of objects.</p> <p>K.G.3.1 Tell the difference between a (flat) two dimensional and a (solid) three dimensional shape.</p> <p>K.G.4.1 Identify a side or corner of a shape.</p> <p>K.G.4.2 Use my own words to tell how two shapes (2 or 3 dimensional) are alike and different by describing their parts (number of sides or vertices/corners)</p> | <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> | <p>Manipulatives; centers</p> <p>Manipulatives; Centers</p> <p>Manipulatives; Centers</p> <p>Manipulatives; Centers</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> <p>Centers</p> | <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>PRO</p> <p>OR</p> <p>OR</p> <p>PRO</p> <p>OR</p> | <p>Cut and glue objects by color, shape, and/or size.</p> <p>Circle the object that is bigger.</p> <p>AM(p. 46)</p> <p>Circle small squares.</p> <p>Show or circle groups that are more/ less/ equal.</p> <p>Which is the two dimensional shape.</p> <p>Color the side red and the corner blue.</p> <p>Use 2 and 3 dimensional shapes of choice. St will tell how they are alike and different.</p> |

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| Dana Unit 12 | K.OA.4.1 Make 10 (sum) when adding to a given number from 1-9 using objects and drawings. | Both | Workmats and chips | PRO | Using ten frames and pictures, find number needed to make 10. |
| | K.OA.4.2 Write an addition sentence to represent my drawing/group of objects. | Both | Journals | PRO | Write an addition sentence for the joining picture. |
| Dana Unit 13 | K.CC.1.1 Count to 10 by ones. | S | | OR | Count to 10. Begin with 4 and count to 10. |
| | K.CC.1.2 Count to 20 by ones. | | | | |
| | K.CC.1.3 Count to 50 from ones. | | | | |
| | K.CC.1.4 Count to 75 from ones. | | | | |
| | K.CC.2.1 Begin with a given number and count in order to 10. | | | | |
| K.CC.2.2 Begin with a given number and count in order to 20. | | | | | |
| K.CC.2.3 Begin with a given number and count in order to 50. | | | | | |
| Dana Unit 14 | K.NBT.1.1 Create a group of 10 using manipulatives. | Both | 10 frame pg workmat | PRO | Circle a group of 10. |
| | K.NBT.1.2 Create a group of 10 plus more ones using manipulatives. | Both | Double 10 frame pg workmat | PRO | Using 2 ten frames, color 10 and 1 more. |
| | K.NBT.1.3 Show numbers 11-19 with a drawing. | Both | Journal | PRO | Using 2 ten frames, color 11-19. |
| | K.NBT.1.4 Show numbers 11-19 using a number sentence (18=10+8). | Both | Double 10 frame pg workmat & write add. Sentence | | Using 2 ten frames, color 10 in one color and 8 in another color to show number sentence. |
| Dana Unit 15 | K.G.5.1 Make shapes using a variety of materials (e.g. – play-dough, modeling clay, common objects, etc.) | Both | Play-dough | OR/Student action | Use these popsicle sticks to make a triangle. |
| | K.G.5.2 Draw recognizable shapes. | Both | Workmats/dry erase markers; journals | PRO | Draw a cracker shaped like a rectangle. |

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| | K.G.6 Use pattern blocks or tangrams to form larger or new shapes. (ex. 2 triangles to make a rectangle) | Both | Tanagrams; centers | PRO | Using given cut-out shapes, glue these 2 triangles to form a rectangle. |
| Dana Unit 16 | K.OA.2.1 Tell in my own words what a simple word problem is asking and show how a word problem is solved. K.OA.2.2 Use objects or drawings to solve addition problems through 10. K.OA.2.3 Use objects or drawings to solve subtraction problems through 10. | Both Both Both | Centers Teacher observation; journals Teacher observation; journals | OR/PRO PRO PRO | Solve this problem (ex: 5+3) and tell me how you are doing it. Draw circles to solve 5+3. Draw circles and X's to solve 9-5. |
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